|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit Detail | | | | |  |
| *Term: 1 2016 Year level: 3 /4 Curriculum level: unit length (weeks): 6 weeks* | | | | |  |
| Curriculum learning area: Social Sciences  Strand: N/A  Secondary Strand: Science  Strand:  Planet Earth & Beyond  Describe how natural features are changed and resources affected by natural events and human actions.  Life Processess  Recognise that all living things have certain requirements so they can stay alive. | How to introduce the unit and key competencies to the students (the hook):  **Show the ‘gyre’ video to hook the children into recognizing the extent of the problem of pollution.**  **Visit to Long Bay Marine Park** | | | |  |
| Achievement Objectives (Highlight as appropriate):  **Level 2:**  **Social studies**  1. Understand that people have social, cultural, and economic roles, rights, and responsibilities.  2. Understand how people make choices to meet their needs and wants.  5. Understand how places influence people and people influence places.  6. Understand how people make significant contributions to New Zealand’s society.  7. Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.  **Place and Environment**  Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment. | | | | |  |
| Organisation / Resources | | Abilities / Needs / ESOL / Group Lists | Grouping (highlight or circle): | | |
| Whole Class Introduction / Immersion using SOLO Action Learning  Deciding  Researching  Processing  Presenting  On-Going Evaluation  **Whole Class Introduction** – sharing of exemplars, unpacking with structure and language features, Underlining learning intention and co-construct success criteria. (Teacher Model throughout)  Groups working independently with teacher withdrawing specific learning needs. | | **ESOL, Target and GATE Groups:**  Teacher following same topic, front-loading and reinforcing topic vocabulary word banks.  Sentence starters and oral language prompts  Paired partners.  Group work  Independent research groups  **Special Needs:**  Buddy partners as required  Teacher Aide input as required.  **G.A.T.E**  Independent research mini-topics. Plan a whole school clean up. | Pupils in fluid groups according to needs and Sunnynook Learning Progressions.  Target Group will also be closely monitored. | | |
|  | | | | | |
| **Key Competency focus**: Thinking ✔ Managing Self Relating to Others✔ Participating and Contributing ✔ Using Language, Symbols and Text ✔ | | | | | |
|  |  |  |  |  | |

|  |  |
| --- | --- |
| **Unit Overview** | |
| Title | Citizenship – My contribution counts |
| Unit Aim | To understand that even though I am only one person, I can make a difference |
| Curriculum Document Values | |
| Excellence ✔ Innovation Inquiry ✔ Curiosity ✔ Diversity Equity Ecological Sustainability ✔ Community and Participation ✔ Integrity Respect ✔ | |
| Digital Literacy Focus | |
| Task Definition ✔ Information Seeking Strategies Location and Access Use of Information Synthesis ✔ Evaluation | |
| Global Learning Intentions of unit – the BIG ideas students MUST get | |
| **To identify the characteristics, structure and features of a Narrative text in order to write one.**  To understand that citizenship is about taking responsibility for ourselves, others and the Earth itself.  1. Participating and contributing to society  2. Making a difference  3. Environment  4. Rights Roles and responsibilities  Democracy | |
| Assessment / Culminating activity | |
| Self Assessment ✔ Peer assessment Learning reflection ✔ Presentation ✔ Display ✔ Podcast / wiki entry / blog entry ✔ Performance Practical Skills ✔ Teacher Observation ✔ Learning conversation ✔ Written assessment e-asTTle assessment Oral assessment Other (describe) | |

|  |  |  |
| --- | --- | --- |
| Unit implementation – Learning experiences and instruction | | |
| **Learning Intentions** (to be shared with whole class). We Are Learning To (WALT): | Learning Experiences / Activities  (ICT / SOLO / Multiple Intelligences / Blooms / Authentic Experiences / Enviro etc.) | Assessment  Diagnostic / Formative / Summative / Feedback  See Tracking Sheet of Stepping Stones.  Plenery: To share learning success and establish Next Learning Steps.  Success Criteria  We Are Successful When (WASW): |
| **Experience1**  Introduction to citizenship.  WALT define citizenship.      **Experience 2** `The big Idea’  Immersion/Frontloading  WALT find out prior knowledge of students.                  **Experience 3** `The big idea”  WALT: decide what the problem is.                      **Experience 4**: Trip      **Experience 5**: Researching                            **Experience 6**: Processing leading to presenting the information. WALT present the information.                  **Experience 7**: WALT use ongoing evaluations. | What makes a citizen?  Brainstorm and make a list of people who you feel are good citizens.  Why do we need to be good citizens? How can we be good citizens at the beach?    Using resources, online and printed, including *Rocky Shore -who eats who*  Use define map for creatures found at the beach, living, non-living.  Research creatures that live at the beach.  To determine the most helpful characteristics to focus on when trying to identify seashore creatures.  To become familiar with the characteristics of common seashore plants and animals Use classify map for living and non-living.  Use `Something is on my back’ game in *Rocky Shore Activities p. 10*  Talk about beaches and whether or not the beaches will always be like this.  Syndicate singing: Splash Zone (CD)    DECIDING: Do we have a problem? View *Great Pacific Garbage Dump* video at<http://youtube/FTurihxSTnl>  Watch video about rubbish found in Waitemata harbour. Refer to NZAEE Seaweek article *p.23*  Do a cause and effect SOLO map: The effects of pollution on the beaches or sea life.  Children to design a Code of behaviour. (refer to p.8 *Rocky Shore Activities)* Why is this important? What would you do if you see other people on the beach not following the guidelines. Can present you guidelines as a brochure or poster.  Refer to NZAEE Seaweek article *(Starters and Strategies Term 4 2012)*  **Seaweek** - Download articles here:<http://www.starters.co.nz>  Compare two pictures – clean and polluted beaches – to write about the differences.    Middle School Field Trip to Long Bay      Make a list of potential research investigations.   * Analysis of the litter from at the beach * The gyre - [Greenpeace](http://www.greenpeace.org/international/en/campaigns/oceans/fit-for-the-future/pollution/trash-vortex/) * Compare and contrast Long Bay Beach and Gyre Beach * Marine reserves in NZ * nvestigate and find out what we could do to protect the animals at the beach. * Research what animals will become extinct if we can’t look after our beaches. * In-depth research of the tidal zones * Animals that are threatened by pollution * Organisations that help protect the coastline e.g.<http://www.teara.govt.nz/en/kaitiakitanga-guardianship-and-conservation/page-2>       Examples   * Make a rubbish monster * Measure how long it takes to walk alongside the area of rubbish * Make a rap * TV quiz show * A play or a skit – What would you do if you see other people not following the code of behaviour. * A presentation to School Teams * A poster     What next?  Students follow up areas of interest, independently | **SC**: We can say what is a good citizen.          **SC**: We can share many ideas about the beach and creatures, who exist there.                        **SC**: We can identify problems that affect the health of our marine eco-system.                      EOTC      **SC**: We can investigate a problem and find a solution as a good citizen.                          **SC**: We can present our findings to an audience to show our contribution counts.                    **SC**: We are aware of how we can make differences by using the information in future situations. |
| **End of unit means of recording student reflection** | Whole Class Discussion.  Use of modeling book to record Student Voice.  Recording in student books Next Learning Steps .  Posters - “Keep Our Beaches Clean” | Possible focus questions for reflection:  What went well? What was hard? What could I do next to make our beaches clean? |
| **Reflection for Subsequent Planning**    ***Syndicate feed-back: Plus Minus Interesting*** | | |

|  |  |
| --- | --- |
| Screen Shot 2015-12-12 at 2.18.57 pm.png  Unistructural  Macintosh HD:Users:teacher:.Trash:Screen Shot 2015-12-12 at 2.19.05 pm.png  Multistructural | Bringing in ideas: (Identify/Label/List/Define/Describe/Retell/Recall/Recite)   * Define what makes a citizen in my classroom, in my community and beyond. (What I already know.) * Identify tasks their family do that that contributes to society. (e.g. meals on wheels, Jobs, volunteers ) * List rules and create charter for my classroom. * Describe skills to help support relationships in class. * (Cool schools Programme. W.I.T.S.) * Describe safe practices on the internet.   Thinking interventions that target bringing in ideas:   * See, Think, Wonder. * Wonder wall * Thinking Keys * Brainstorm * Categorizing   ICT to enhance conditions for bringing in ideas:   * “Hector’s World”  [www.hectorsworld.com](http://www.hectorsworld.com/island/index.html) * ICT Student Contract |
| Macintosh HD:Users:teacher:.Trash:Screen Shot 2015-12-12 at 2.19.13 pm.png  Relational | Linking ideas: (Sequence/Classify/Compare Contrast/Cause Effect/Anaysis Part whole/Explain/Analogy/Question)   * Recycling vs. not recycling * Compare and contrast people’s actions in caring for different beaches on the North Shore/New Zealand/ World (Gyre) * Local rules for Long Bay Beach – compare and contrast with others in the area. * Analyse what makes “Good Citizens” when using the beach. * Thinking interventions that target linking ideas: * Brainstorming * Mind mapping   ICT to enhance conditions for linking ideas:   * Hectors World |
| Macintosh HD:Users:teacher:.Trash:Screen Shot 2015-12-12 at 2.19.20 pm.png  Extended Abstract | Putting linked ideas in another context: (Predict/Hypothesise/Generalise/Imagine/ Reflect/Evaluate/Create)   * Create an opportunity to participate as a good citizen by cleaning a local beach. * Syndicate/Class “Citizenship Award” in team assemblies. * Reflect on the benefits of being a good citizen. * Have I made a difference? * Do I make a difference? * What do I need to do to make a difference? * Final presentation to class group/Assemblies   Thinking interventions that target putting linked ideas in another context:   * Thinking Hats * What Do I Need To Make a Difference? * Thinking Keys   ICT to enhance conditions for putting linked ideas in another context:   * Making certificates. / Brochures * Syndicate/Class wiki |
|  |  |

|  |
| --- |
| **Performance for Understanding Assessment Task:**  **Portfolio Pre-Test and Post- test** *(Leveled for assessment)*  *[Insert Learning Experiences that can be used as* ***Assessment for Learning.*** *Self assessment rubric / teacher observation/ self assessment/peer assessment.]*  **Define citizenship -**   * Use define map for Brainstorm of ‘What makes a ‘Good Citizen” and What creatures are to be found on the beach.     **Explain consequence of citizenship**   * Group presentation that defines and explains how an individual has made or continues to make a difference.     **Predict what would happen if no-one contributed**   * Teacher observation of discussion * Video presentation |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level of Autonomy in Student Knowledge Building**  *[Identify the students at each level]* | | | | | |
| **Stages in Student Knowledge Building** | **Formulating the Research Question.** | **Research: Locating relevant information.** | **Analysis of information and creating new knowledge** | **Presenting of new knowledge and understanding** | **Learning Outcome Emphasis** |
| **Supported** | Teacher | Teacher | Teacher | Teacher | Content |
| **Beginner** | Teacher | Teacher | Student/Teacher | Student | Content |
| **Proficient** | Student/Teacher | Student/Teacher | Student | Student | Process |
| **Expert** | Student/Teacher | Student | Student | Student | Process |
| **Autonomous** | Student | Student | Student | Student | Create new knowledge |